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CI 447

March 10 , 2011

1. **Rationale-** Making inferences is a huge part of reading. To be able to identify what might happen next is extremely important in reading a story, poem, or riddle. When the students are able to accomplish inferences, they will be able to better understand stories and interpret what will happen before they read it.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a poem

Identify rhyming words

* 1. **Specific Objectives:** Students will be able to

Demonstrate the meanings of words through pantomime

Connect text to life experiences

Make inferences

* 1. **WVCSOs:**

RLA.O.K.1.1 segment words into phonemes (cat = /c/ /a/ /t/)

RLA.O.K.1.4 use basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning/ending consonant sounds, short vowel sounds, word patterns).

RLA.O.K.2.5 use conventions of capitalization in written composition (e.g., first and last name, first word of sentence)

RLA.O.K.2.6 identify and use conventions of punctuation in written composition (e.g., period, question mark).

RLA.O.K.3.1 listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.

1. **Essential Question:** What is the ending sound of the word?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by letting the students identify final sounds of words. Different words will be said and the students will determine the final sound.
   2. **Lesson development:**

Read *When It Comes to Bugs*.

Talk to the children about bugs they know of.

Reread and ask children to point out rhyming words.

* 1. **Lesson closure:** Students will be placed in groups between Mrs. Dailey, Mrs. Lyons, and me. Each group will last 15 minutes. In my group students will read to me and work on workbooks.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** Final sound- 5 minutes

Read Aloud- 5 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What kinds of bugs do you think the poem will be about?

Why do you think so?

What is the final sound of \_\_\_\_\_?

1. **Daily Student Assessment-** Checklists will be noted to see if the students are able to identify parts of the sentence. Observation will be required to listen and see if all students are able to blend the words correctly. If sounds are being made that don’t match the correct response then reteach is needed.
2. **Materials, Equipment, and Resources**

**a.** *When It Comes to Bugs* text, workbooks, letter tiles

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

1. **Reflection and Revision**
   1. **Reflection**
   2. **Revision**